

109TH CONGRESS
2D SESSION

S. 3710

To amend the Elementary and Secondary Education Act of 1965 to improve retention of public elementary and secondary school teachers, and for other purposes.

IN THE SENATE OF THE UNITED STATES

JULY 20, 2006

Mr. KENNEDY introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend the Elementary and Secondary Education Act of 1965 to improve retention of public elementary and secondary school teachers, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Teacher Center Act
5 of 2006”.

6 **SEC. 2. FINDINGS.**

7 Congress finds as follows:

8 (1) There are not enough qualified teachers in
9 the Nation’s classrooms, and an unprecedented num-

1 ber of teachers will retire over the next 5 years. Over
2 the next decade, the Nation will need to bring
3 2,000,000 new teachers into public schools.

4 (2) Too many teachers do not receive adequate
5 preparation for their jobs.

6 (3) More than one-third of children in grades 7
7 through 12 are taught by a teacher who lacks both
8 a college major and certification in the subject being
9 taught. Rates of “out-of-field teaching” are espe-
10 cially high in high-poverty schools.

11 (4) Teacher turnover is a serious problem, par-
12 ticularly in urban and rural areas. Over one-third of
13 new teachers leave the profession within their first
14 3 years of teaching, and 14 percent of new teachers
15 leave the field within the first year. After 5 years—
16 the average time it takes for teachers to maximize
17 students’ learning—half of all new teachers will have
18 exited the profession. Rates of teacher attrition are
19 highest in high-poverty schools. Between 2000 and
20 2001, 1 out of 5 teachers in the Nation’s high-pov-
21 erty schools either left to teach in another school or
22 dropped out of teaching altogether.

23 (5) African-American, Latino, and low-income
24 students are much less likely than other students to
25 have highly-qualified teachers.

1 (6) Research shows that individual teachers
2 have a great impact on how well their students
3 learn. The most effective teachers have been shown
4 to be able to boost their pupils' learning by a full
5 grade level relative to students taught by less effective
6 teachers.

7 (7) Only 16 States finance new teacher induction
8 programs, and fewer still require inductees to
9 be matched with mentors who teach the same subject.
10 ject.

11 (8) Large-scale studies of effective professional
12 development have documented that student achievement
13 and teacher learning increases when professional
14 development is teacher-led, ongoing, and collaborative.
15 laborative.

16 (9) Research shows that the characteristics of
17 successful professional development include a focus
18 on concrete classroom applications and practice, and
19 opportunities for teacher observation, critique, reflection,
20 group support, and collaboration.

21 (10) Data on school reform shows that teachers
22 are attracted to and continue to teach in academically
23 challenged schools when appropriate supports
24 are in place to help them succeed. Appropriate supports
25 include high-quality induction programs, job-

1 embedded professional development, and small class-
 2 es which allow teachers to tailor instruction to meet
 3 the needs of individual students.

4 **SEC. 3. IMPROVING RETENTION OF AND PROFESSIONAL**
 5 **DEVELOPMENT FOR PUBLIC ELEMENTARY**
 6 **AND SECONDARY SCHOOL TEACHERS.**

7 (a) IN GENERAL.—Title II of the Elementary and
 8 Secondary Education Act of 1965 (20 U.S.C. 6601 et
 9 seq.) is amended by adding at the end the following:

10 **“PART E—TEACHER RETENTION**
 11 **“SEC. 2501. IMPROVING PROFESSIONAL DEVELOPMENT OP-**
 12 **PORTUNITIES THROUGH TEACHER CENTERS.**

13 “(a) GRANTS.—The Secretary may make grants to
 14 eligible entities for the establishment and operation of new
 15 teacher centers or the support of existing teacher centers.

16 “(b) SPECIAL CONSIDERATION.—In making grants
 17 under this section, the Secretary shall give special consid-
 18 eration to any application submitted by an eligible entity
 19 that is—

20 “(1) a high-need local educational agency; or

21 “(2) a consortium that includes at least one
 22 high-need local educational agency.

23 “(c) DURATION.—Each grant under this section shall
 24 be for a period of 3 years.

1 “(d) REQUIRED ACTIVITIES.—A teacher center re-
2 ceiving assistance under this section shall carry out each
3 of the following activities:

4 “(1) Providing high-quality professional devel-
5 opment to teachers to assist the teachers in improv-
6 ing their knowledge, skills, and teaching practices in
7 order to help students to improve the students’
8 achievement and meet State academic standards.

9 “(2) Providing teachers with information on de-
10 velopments in curricula, assessments, and edu-
11 cational research, including the manner in which the
12 research and data can be used to improve teaching
13 skills and practice.

14 “(3) Providing training and support for new
15 teachers.

16 “(e) PERMISSIBLE ACTIVITIES.—A teacher center
17 may use assistance under this section for any of the fol-
18 lowing:

19 “(1) Assessing the professional development
20 needs of the teachers and other instructional school
21 employees, such as librarians, counselors, and para-
22 professionals, to be served by the center.

23 “(2) Providing intensive support to staff to im-
24 prove instruction in literacy, mathematics, science,

1 and other curricular areas necessary to provide a
2 well-rounded education to students.

3 “(3) Providing support to mentors working with
4 new teachers.

5 “(4) Providing training in effective instructional
6 services and classroom management strategies for
7 mainstream teachers serving students with disabil-
8 ities and students with limited English proficiency.

9 “(5) Enabling teachers to engage in study
10 groups and other collaborative activities and collegial
11 interactions regarding instruction.

12 “(6) Paying for release time and substitute
13 teachers in order to enable teachers to participate in
14 the activities of the teacher center.

15 “(7) Creating libraries of professional materials
16 and educational technology.

17 “(8) Providing high-quality professional devel-
18 opment for other instructional staff, such as para-
19 professionals, librarians, and counselors.

20 “(9) Assisting teachers to become highly quali-
21 fied and paraprofessionals to become teachers.

22 “(10) Assisting paraprofessionals to meet the
23 requirements of section 1119.

24 “(11) Developing curricula.

1 “(12) Incorporating additional on-line profes-
2 sional development resources for participants.

3 “(13) Providing funding for individual- or
4 group-initiated classroom projects.

5 “(14) Developing partnerships with businesses
6 and community-based organizations.

7 “(15) Establishing a teacher center site.

8 “(f) TEACHER CENTER POLICY BOARD.—

9 “(1) IN GENERAL.—A teacher center receiving
10 assistance under this section shall be operated under
11 the supervision of a teacher center policy board.

12 “(2) MEMBERSHIP.—

13 “(A) TEACHER REPRESENTATIVES.—The
14 majority of the members of a teacher center
15 policy board shall be representatives of, and se-
16 lected by, the elementary and secondary school
17 teachers to be served by the teacher center.
18 Such representatives shall be selected through
19 the teacher organization, or if there is no teach-
20 er organization, by the teachers directly.

21 “(B) OTHER REPRESENTATIVES.—The
22 members of a teacher center policy board—

23 “(i) shall include at least 2 members
24 who are representatives of, or designated
25 by, the school board of the local edu-

1 cational agency to be served by the teacher
2 center;

3 “(ii) shall include at least 1 member
4 who is a representative of, and is des-
5 ignated by, the institutions of higher edu-
6 cation (with departments or schools of edu-
7 cation) located in the area; and

8 “(iii) may include paraprofessionals.

9 “(g) APPLICATION.—

10 “(1) IN GENERAL.—To seek a grant under this
11 section, an eligible entity shall submit an application
12 at such time, in such manner, and accompanied by
13 such information as the Secretary may reasonably
14 require.

15 “(2) ASSURANCE OF COMPLIANCE.—An appli-
16 cation under paragraph (1) shall include an assur-
17 ance that the eligible entity will require any teacher
18 center receiving assistance through the grant to
19 comply with the requirements of this section.

20 “(3) TEACHER CENTER POLICY BOARD.—An
21 application under paragraph (1) shall include the
22 following:

23 “(A) An assurance that—

24 “(i) the eligible entity has established
25 a teacher center policy board;

1 “(ii) the board participated fully in
2 the preparation of the application; and

3 “(iii) the board approved the applica-
4 tion as submitted.

5 “(B) A description of the membership of
6 the board and the method of selection of the
7 membership.

8 “(h) DEFINITIONS.—In this section:

9 “(1) The term ‘eligible entity’ means a local
10 educational agency or a consortium of 2 or more
11 local educational agencies.

12 “(2) The term ‘high-need’ means, with respect
13 to an elementary school or a secondary school, a
14 school—

15 “(A) that serves an eligible school attend-
16 ance area (as defined in section 1113) in which
17 not less than 65 percent of the children are
18 from low-income families, based on the number
19 of children eligible for free and reduced priced
20 lunches under the Richard B. Russell National
21 School Lunch Act; or

22 “(B) in which not less than 65 percent of
23 the children enrolled are from such families.

24 “(3) The term ‘high-need local educational
25 agency’ means a local educational agency—

1 “(A) that serves not fewer than 10,000
 2 children from families with incomes below the
 3 poverty line, or for which not less than 20 per-
 4 cent of the children served by the agency are
 5 from families with incomes below the poverty
 6 line; and

7 “(B) that is having or expected to have
 8 difficulty filling teacher vacancies or hiring new
 9 teachers who are highly qualified.

10 “(4) The term ‘teacher center policy board’
 11 means a teacher center policy board described in
 12 subsection (f).

13 “(i) AUTHORIZATION OF APPROPRIATIONS.—To
 14 carry out this section, there are authorized to be appro-
 15 priated \$100,000,000 for fiscal year 2007 and such sums
 16 as may be necessary for each of the 5 succeeding fiscal
 17 years.”.

18 (b) CONFORMING AMENDMENT.—The table of con-
 19 tents at section 2 of the Elementary and Secondary Edu-
 20 cation Act of 1965 (20 U.S.C. 6301 et seq.) is amended
 21 by inserting after the item relating to section 2441 of such
 22 Act the following new items:

“PART E—TEACHER RETENTION

“Sec. 2501. Improving professional development opportunities.”.

